REMARKS

The Office Action is responsive to the Brief on Appeal filed on August 28, 2007. Claims 1-21 are pending. Claims 1-21 stand rejected by this Office Action. Applicant is amending claims 2, 3, 6, 7, 11, 12, 15, and 16. Applicant requests reconsideration of claims 1-21 for the reasons as will be discussed.

Applicant acknowledges the 102 rejections based on newly cited prior art (Chiang and Goleh).

Objections

The specification is objected to based on the alleged statement that the preferred embodiment is written using JAVA, C, and C++ languages and utilizes object oriented programming methodology.

The Office Action alleges that (Page 3, section 4):

> The specification is silent regarding how to incorporate a non-object oriented language such as 'C' as a object oriented language such as 'C++' or 'JAVA.'

In order to expedite prosecution of the present patent application, Applicant is deleting reference to the C programming language. Applicant requests withdrawal of the objections to the specification.

Claim Rejections – 35 U.S.C. §112

Claims 1, 10, and 19 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

Regarding claims 1, 10, and 19, the Office Action alleges that (Page 3, section 5):

> These claims state the ability that providing feedback will result in motivation to accomplish a goal. There is no documentation that providing feedback to a student which is based on at least one profile will further motivates accomplishment of a goal. The specification lacks any specific information which guarantees 'motivation' based on 'feedback.'

Applicant respectfully disagrees. Regarding claim 1, the claim includes the feature of "monitoring progress toward the goal, determining at least one profile that is true for the current simulation task from a set of profiles, and **providing feedback to a student, based on the at**

least one profile, that further motivates accomplishment of the goal, the at least one profile conjunctively using a plurality of characteristics, each characteristic identifying a subset of the simulation domain." (Emphasis added.) For example, the specification discloses (Page 3, line 25-page 4, line 4. Emphasis added.):

> Figure 2 is a block diagram of a system architecture in accordance with a preferred embodiment. The Presentation 'layer' 210 is separate from the activity 'layer' 220 and communication is facilitated through a set of messages 230 that control the display specific content topics. **A preferred embodiment enables knowledge workers 200 & 201 to acquire complex skills rapidly, reliably and consistently across an organization to deliver rapid acquisition of complex skills.** This result is achieved by placing individuals in a simulated business environment that "looks and feels" like real work, and challenging them to make decisions which support a business' strategic objectives utilizing highly effective learning theory (e.g., goal based learning, learn by doing, failure based learning, etc.), and the latest in multimedia user interfaces, coupled with three powerful, integrated software components. The first of these components is a software Solution Construction Aid (SCA) 230 consisting of a mathematical modeling tool 234 which simulates business outcomes of an individual's collective actions over a period of time. The second component is a knowledge system 250 consisting of an HTML content layer which organizes and presents packaged knowledge much like an online text book with practice exercises, video war stories, and a glossary. The third component is a software tutor 270 comprising an artificial intelligence engine 240 which generates individualized coaching messages based on decisions made by learner.
>
> **Feedback is unique for each individual completing the course and supports client cultural messages 242 "designed into" the course.** A business simulation methodology that includes support for content acquisition, story line design, interaction design, feedback and coaching delivery, and content delivery is architected into the system in accordance with a preferred embodiment. A large number of "pre-designed" learning interactions such as drag and drop association of information 238, situation assessment/action planning, interviewing (one-on-one, one-to-many), presenting (to a group of experts/executives), metering of performance (handle now, handle later), "time jumping" for impact of decisions, competitive landscape shift (while "time jumping", competitors merge, customers are acquired, etc.) and video interviewing with automated note taking are also included in accordance with a preferred embodiment.

The system shown in Figure 2, which includes feedback 242, enables "knowledge workers 200 & 201 to acquire complex skills rapidly, reliably and consistently across an organization to deliver rapid acquisition of complex skills" and thus motivates the student to accomplish a goal

associated with acquiring complex skills. [1] The specification further discloses (Page 9, line 32-page 10, line 6. Emphasis added.):

> In the simplest terms, the purpose of the Profiling Component is to analyze the current state of a domain and identify specific things that are true about that domain. This information is then passed to the Remediation Component which provides feedback to the student. The Profiling Component analyzes the domain by asking questions about the domain's state, akin to an investigator asking questions about a case. The questions that the Profiler asks are called profiles. For example, suppose there is a task about building a campfire and the student has just thrown a match on a pile of wood, but the fire didn't start. In order to give useful feedback to the student, a tutor would need to know things like: was the match lit?, was the wood wet?, was there kindling in the pile?, etc. These questions would be among the profiles that the Profiling Component would use to analyze the domain. The results of the analysis would then be passed off to the Remediation Component which would use this information to provide specific feedback to the student. Specifically, a profile is a set of criteria that is matched against the domain. The purpose of a profile is to check whether the criteria defined by the profile is met in the domain. Using a visual editing tool, instructional designers create profiles to identify those things that are important to know about the domain for a given task. **During execution of a BusSim application at the point that feedback is requested either by the student or pro-actively by the application, the set of profiles associated with the current task are evaluated to determine which ones are true.** Example profiles include: Good productions strategy but wrong Break-Even Formula; Good driving record and low claims history; and Correct Cash Flow Analysis but poor Return on Investment (ROI).
>
> A profile is composed of two types of structures: characteristics and collective characteristics. A characteristic is a conditional (the if half of a rule) that identifies a subset of the domain that is important for determining what feedback to deliver to the student. Example characteristics include: Wrong debit account in transaction 1; Perfect cost classification; At Least 1 DUI in the last 3 years; More than $4000 in claims in the last 2 years; and More than two at-fault accidents in 5 years. A characteristic's conditional uses one or more atomics as the operands to identify the subset of the domain that defines the characteristic. An *atomic* only makes reference to a single property of a single entity in the domain; thus the term atomic. Example atomics include: The number of DUI's >= I ; ROI > 10%; and Income between $75,000 and $110,000. A collective characteristic is a conditional that uses multiple characteristics and/or other collective characteristics as its operands. Collective characteristics allow instructional designers to build richer expressions (i.e., ask more complex questions). Example collective

[1] In accordance with MPEP §2106(V)(B)(1) "The claimed invention subject matter need not be described literally, i.e., using the same terms, in order for the disclosure to satisfy the description requirement."

> characteristics include: Bad Household driving record; Good Credit Rating; Marginal Credit Rating: Problems with Cash for Expense transactions; and Problems with Sources and uses of cash. Once created, designers are able to reuse these elements within multiple expressions, which significantly eases the burden of creating additional profiles. When building a profile from its elements, atomics can be used by multiple characteristics, characteristics can be used by multiple collective characteristics and profiles, and collective characteristics can be used by multiple collective characteristics and profiles. Figure 5 illustrates an insurance underwriting profile in accordance with a preferred embodiment.

As disclosed above, feedback may be based on a profile. For at least the above reasons, Applicant believes that the specification satisfies the written description requirement under 35 U.S.C 112, first paragraph. Claim 10 includes the similar feature of "logic that monitors progress toward the goal, determines at least one profile that is true for the current simulation task from a set of profiles, and provides feedback to a student, based on the at least one profile, that further motivates accomplishment of the goal, the at least one profile conjunctively using a plurality of characteristics, each characteristic identifying a subset of the simulation domain." Similarly, claim 19 includes the feature of "monitoring progress toward the goal, determining at least one profile from that is true for the current simulation task a set of profiles, and providing feedback to a student, based on the at least one profile, that further motivates accomplishment of the goal, the at least one profile conjunctively using a plurality of characteristics, each characteristic identifying a subset of the simulation domain." Thus, Applicant requests reconsideration of claims 1, 10, and 19.

Claims 2 and 11 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

Regarding claims 2 and 11, the Office Action alleges that (Page 4.):

> These claims use the term 'target user' which is not used within the specification. The Examiner does not want to make assumptions on what is meant by 'target user' but feels this is easily remedied by amending the claims to fit language used within the specification.

Applicant is amending claims 2 and 11 to replace "a target user" with "the student." The amendment is supported by the specification as originally filed. For example, the specification discloses (Page 14, line 19- page 15, line 10. Emphasis added.):

> In the ICAT model of feedback, there are four levels of severity of error and four corresponding levels of feedback. **The tutor goes through the student's work,**

identifies the severity of the error and then provides the corresponding level of feedback.

Returning to the analogy of helping someone write a paper, if the student returns with the paper rewritten, but with many errors in one area of the paper, focus feedback is needed. With all of those errors fixed and only spelling mistakes--syntactic mistakes--polish feedback is needed. When all syntactic mistakes were corrected, the tutor would return praise and restate why the student had written the correct paper. Focusing on the educational components of completing a task is not enough. As any teacher knows, student will often try and cheat their way through a task. Students may do no work and hope the teacher does not notice or the student may only do minor changes in hope of a hint or part of the answer. To accommodate these administrative functions, there are three additional administrative categories of feedback. The administrative and the educational categories of feedback account for every piece of feedback a designer can write and a student can receive. To provide a better understanding of how the feedback works together, an example is provided below.

Applicant requests reconsideration of claims 2 and 11.

Claims 3 and 12 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

Referring to claims 3 and 12, the Office Action alleges that (Page 4.):

These claims state using a 'expert system' but fail to mention what type of expert system is to be employed. There are numerous designs and algorithms are considered 'expert systems' such as neural networks or fuzzy logic. The specification is silent when describing what type of 'expert system' is to be employed thus allowing the applicant to consider anything to be classified as a 'expert system.'

Applicant is amending claim 3 to include the feature "including receiving and analyzing user responses using rule based expert training system to determine details of the computer-implemented method to display" in order to clarify the claimed invention. The amendment is supported by the specification as originally filed, e.g., page 1, lines 30-39, page 10, lines 29-40, and page 21, lines 1-15. The specification discloses (Page 1, lines 30-39. Emphasis added.):

According to a broad aspect of a preferred embodiment of the invention, a goal based learning system utilizes a **rule based expert training system** to provide a cognitive educational experience. The system provides the user with a simulated environment that presents a business opportunity to understand and solve optimally. Mistakes are noted and remedial educational material presented dynamically to build the necessary skills that a user requires for success in the business endeavor. The system utilizes an artificial intelligence engine driving individualized and dynamic feedback with synchronized video and graphics used

> to simulate real-world environment and interactions. Multiple "correct" answers are integrated into the learning system to allow individualized learning experiences in which navigation through the system is at a pace controlled by the learner. A robust business model provides support for realistic activities and allows a user to experience real world consequences for their actions and decisions and entails realtime decision-making and synthesis of the educational material. The system includes tools for analysis and display of a presentation as it is presented.

Applicant is similarly amending claim 12 to include the feature of "including logic that receives and analyzes user responses using a rule based expert training system to determine details of the computer program to display." Applicant believes that claims 3 and 12 are in compliance with 35 U.S.C. 112, first paragraph, and requests reconsideration of claims 3 and 12.

Claims 4 and 13 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

> Referring to claims 4 and 13, the Office Action alleges that (Page 5.):
>
> These claims use terms such as 'browsing details' or 'browses details'. These terms are not used within the specification. The Examiner does not want to make assumptions on what is meant by 'browsing details' or 'browses details.'

Applicant respectfully disagrees. Regarding claim 4, the claim includes the feature of "including browsing details of an object as the tutorial presentation executes." For example, in reference to Figure 16, the specification discloses (Page 17, lines 13-32. Emphasis added.):

> The Test Scenario demonstrates the cycle that the team goes through to test the application. It specifically addresses usability testing, but it is easy to see how the tools also benefit functional and cognition testing. Again, we will use the Journalization Task as an example. Figure **16** illustrates a test scenario in accordance with a preferred embodiment. The test students work through the journalization activity. One of the students has made it over half way through the task and has just attempted to journalize the sixteenth transaction. The student submits to the Financial Coach, but the feedback comes back blank. The student notifies the facilitator who right-clicks on the Financial Coach's face in the feedback window. A dialog pops up that shows this is the twenty-seventh submission and shows some other details about the submission. The facilitator (or even the student in recent efforts) enters a text description of the problem, and fills out some other fields to indicate the nature and severity of the problem. All the student's work and the feedback they got for the twenty-seven submissions is posted to the User Acceptance Test (UAT) archive database. The instructional designer can review all the student histories in the UAT database and retrieve the session where the student in question attempted the Journalization Task. The designer then recreates the problem by replaying the student's twenty-seven submissions through the component engines using the Regression Test

> Workbench. **The designer can then browse through each submission that the student made and view the work that the student did on the submission, the feedback the student got, and the facilitator comments, if any.** Now the designer can use the debugging tools to determine the source of the problem. In a few minutes, she is able to determine that additional profiles and topics are needed to address the specific combinations of mistakes the student made. She uses the Knowledge Workbench to design the new profiles and topics. She also adds a placeholder and a script for a video war story that supports the learning under these circumstances. The designer saves the new design of the task and reruns the Regression Test Workbench on the student's session with the new task design. After she is satisfied that the new profiles, topics, and war stories are giving the desired coverage, she ships the new task design file to user testing and it's rolled out to all of the users.

As disclosed above, a designer can browse through a submission that is submitted by a student during a presentation[2]. Also, claim 13 includes the similar feature of "including logic that browses details of an object as the tutorial presentation executes." Applicant requests reconsideration of claims 4 and 13.

Claims 5 and 14 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

The Office Action alleges that (Page 5.):

> The claim(s) contains subject matter which was not described in the specification in such a way as to reasonably convey to one skilled in the relevant art that the inventor(s), at the time the application was filed, had possession of the claimed invention. These claims use the term 'source code' which is not mentioned within the specification. Is 'source code' equivalent to 'JAVA' or 'C++' or the machine language which results from the compiling of 'JAVA' or 'C++ ?'

Claims 5 and 14 contain features of "displaying source code of the tutorial presentation as the tutorial presentation executes" and "logic that displays source code of the tutorial presentation as the tutorial presentation executes", respectively. The specification discloses embodiments that utilize different programming languages. For example, the specification (as amended as discussed above) discloses that (Page 3, lines 15-23. Emphasis added.):

> A preferred embodiment is written using **JAVA** and the **C++** language and utilizes object oriented programming methodology. Object oriented programming (OOP) has become increasingly used to develop complex applications. As OOP moves toward the mainstream of software design and development, various software solutions require adaptation to make use of the benefits of OOP. A need exists for these principles of OOP to be applied to a messaging interface of an

[2] Id.

> electronic messaging system such that a set of OOP classes and objects for the messaging interface can be provided. A simulation engine in accordance with a preferred embodiment is based on a Microsoft Visual Basic component developed to help design and test feedback in relation to a Microsoft Excel spreadsheet. These spreadsheet models are what simulate actual business functions and become a task that will be performed by a student The Simulation Engine accepts simulation inputs and calculates various outputs and notifies the system of the status of the simulation at a given time in order to obtain appropriate feedback.

JAVA and C++ languages are examples of computer languages in which source code[3] is written for creating a tutorial presentation. In other words, the source code corresponds to the lines of code written in a computer language such as JAVA or C++.

For at least the above reasons, the subject matter in claims 5 and 14 is described in the specification in a way as to reasonably convey to one skilled in the relevant art that the inventors had possession of the claimed invention. Applicant requests reconsideration of claims 5 and 14.

Claims 6 and 15 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

The Office Action alleges that (Page 6.):

> These claims state that 'modifying the tutorial presentation based on a user indicia as the tutorial presentation executes' which is not stated within the specification. The Examiner does not want to make assumptions on what is meant by 'modifying the tutorial presentation based on a user indicia as the tutorial presentation executes' but feels this is easily remedied by amending the claims to fit language used within the specification.

Regarding claim 6, Applicant is amending the claim to include the feature of "including modifying the tutorial presentation based on a **user input** as the tutorial presentation executes." (Emphasis added.) The amendment is supported by the specification as originally filed, e.g., page 15, line11 – page 16, line12. In reference to Figures 8, 9, 12, and 13, the display to the user is changed during the presentation based on student input (e.g., dragging an account, entering a dollar amount, and clicking on a displayed button). Also, Applicant is similarly amending claim 15 to include the feature of "including logic that modifies the tutorial presentation based on user input as the tutorial presentation executes." Applicant requests reconsideration of claims 6 and 15.

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[3] Source code may defined as a set of instructions, written in a programming language, that must be translated to machine instructions before the program can be run on a computer. The program which finally runs on that computer is known as the object code. (Newton's Telecom Dictionary, Eleventh Edition, 1996.)

Claims 7 and 16 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

The Office Action alleges that (Page 7.):

> These claims use the term 'capturing portions' which is not clear in response to the specification. Is this outputting the results in response to a user's input? The Examiner does not want to make assumptions on what is meant by 'capturing portions' but feels this is easily remedied by amending the claims to fit language used within the specification.

Regarding claim 7, Applicant is amending the claim to include the feature of "including capturing portions of the tutorial presentation in response to user input as the tutorial presentation executes." The amendment is supported by the specification as originally filed. For example, the specification discloses (Page 15, line11 – page 16, line12. Emphasis added.):

> Figure 8 is a GBS display in accordance with a preferred embodiment. The upper right area of the screen shows the account list. There are four types of accounts: Assets, Liabilities & Equity, Revenues, and Expenses. The user clicks on one of the tabs to show the accounts of the corresponding type. The student journalizes a transaction by dragging an account from the account list onto the journal entry Debits or Credits. The student then enters the dollar amounts to debit or credit each account in the entry. In the interface, as in real life, the student can have multi-legged journal entries (i.e., debiting or crediting multiple accounts).A Toolbar 1200 and the first transaction of this Task 1210 appear prominently on the display. The student can move forward and back through the stack of transactions. For each transaction, the student must identify which accounts to debit and which to credit. When the student is done, he clicks the Team button. Figure 9 is a feedback display in accordance with a preferred embodiment. The student may attempt to outsmart the system by submitting without doing anything. The ICAT system identifies that the student has not done a substantial amount of work and returns the administrative feedback depicted in Figure 9. The feedback points out that nothing has been done, but it also states that if the student does some work, the tutor will focus on the first few journal entries. Figure 10 illustrates a journal entry simulation in accordance with a preferred embodiment. Figure 11 illustrates a simulated Bell Phone Bill journal entry in accordance with a preferred embodiment. The journal entry is accomplished by debiting Utilities Expenses and Crediting Cash for $700 each. Figure 12 illustrates a feedback display in accordance with a preferred embodiment. After attempting to journalize the first three transactions, the student submits his work and receives the feedback depicted in Figure 12. **The feedback starts by focusing the student on the area of work being evaluated. The ICAT states that it is only looking at the first three journal entries.** The feedback states that the first two entries are completely wrong, but the third is close. If the student had made large mistakes on each of the first three transactions, then the ICAT may have given redirect

> feedback, thinking a global error occurred. The third bullet point also highlights how specific the feedback can become, identifying near misses.

As disclosed above, the ICAT system looks at the first three journal entries that are entered by the student during the presentation. Applicant believes that claim 7 complies with the written requirement of 35 U.S.C. 112, first paragraph, for the reasons discussed above. Also, claim 16 includes the similar feature of "including logic that captures portions of the tutorial presentation in response to user input as the tutorial presentation executes." Applicant requests reconsideration of claims 7 and 16.

Claims 8, 9, 17, and 18 are rejected under 35 U.S.C. 112, first paragraph, as allegedly failing to comply with the written description requirement.

The Office Action alleges that (Pages 7-8.):

> These claims seem the same as claims 5 and 14. Since there are different claims some which state 'modifying the tutorial presentation based on a user indicia as the tutorial presentation executes' and 'tailoring feedback based on a user indicia as the tutorial presentation executes' and others which state 'presenting a tailored simulation based on user indicia as the tutorial presentation executes.' The Examiner does not know what is the difference between the three statements due to fact the specification does not clearly use these terms. The Examiner does not want to make assumptions on what is meant by 'modifying the tutorial presentation based on a user indicia as the tutorial presentation executes' and 'tailoring feedback based on a user indicia as the tutorial presentation executes' and 'presenting a tailored simulation based on user indicia as the tutorial presentation executes' but feels this is easily remedied by amending the claims to fit language used within the specification.

Applicant respectfully disagrees. (Applicant believes that the above allegation is in relation to claims 6 and 15 and not claims 5 and 14.) Regarding claim 8, the claim includes the feature of "including tailoring feedback based on user indicia as the tutorial presentation executes." Also, claim 9 includes the feature of "including presenting a tailored simulation based on user indicia as the tutorial presentation executes." The specification as originally filed provides support for these features. For example, the specification discloses (Page 4, line 39 – page 5, line 15. Emphasis added.):

> The key to such a support system is that it is seamlessly integrated into the business system that the knowledge worker uses to execute their job tasks. Workers don't need to go "off-line" or seek out cryptic information buried within paper manuals and binders for guidance or to find the answer to queries. **All the support components are made available through the same applications the worker's use, at the point in which they need them, tailored to the individual**

> **to show "how", not just "what".** Learning would be occurring all the time, with little distinction between performing and improving performance. Establishing that training should focus on performance (how), rather than facts (what), and extending the model of learning to include assistance while performing, rather than only before performance, still leaves us dangerously exposed in preparing to compete in the new, chaotic economy. As was mentioned in the opening of this paper, the pace of change in business today is whiplash fast. Not only are new methods of doing business evolving every 18-24 months, new competitors emerge, dominate, and fade in time periods businesses used to take to perform demographic studies. Now more than ever, those who do not reinvent themselves on a regular basis will be fossilized by the pace of change. A typical BusSim engagement takes between one and two years to complete and requires a variety of both functional and technical skills. Figure 3 depicts the timeline and relative resource requirements for each phase of development for a typical application development in accordance with a preferred embodiment. The chart clearly depicts the relationship between the large number of technical resources required for both the build and test phases of development. This is because the traditional development process used to build BusSim solutions reflects more of a "one off' philosophy, where development is done from scratch in a monolithic fashion, with little or no reuse from one application to the next. This lack of reuse makes this approach prohibitively expensive, as well as lengthy, for future BusSim projects.

As discussed above, in reference to claims 6 and 15, the features of "including modifying the tutorial presentation based on a user input as the tutorial presentation executes" and "including logic that modifies the tutorial presentation based on user input as the tutorial presentation executes" are in compliance with 35 U.S.C. 112, first paragraph. In the above teaching, training is tailored[4] to an individual such as a user. Moreover, in accordance with MPEP §2111.01(I), "the words of a claim must be given their 'plain meaning' unless such meaning is inconsistent with the specification." The Applicant believes that claims 8 and 9 are in accordance with 35 U.S.C. 112, first paragraph, for at least the above reasons. Similarly, claims 17 and 18 contain the features of "including logic that tailors feedback based on user indicia as the tutorial presentation executes" and "including logic that presents a tailored simulation based on user indicia as the tutorial presentation executes," respectively. Applicant requests reconsideration of claims 8, 9, 17, and 18.

[4] The common meaning of *tailor* is "To make, alter, or adapt for a particular end or purpose." (The American Heritage College Dictionary, Third Edition, Houghton Mifflin Company.)

Claim Rejections – 35 U.S.C. §102

Claims 1-3, 5, 7, 10-12, 14, 16, and 19-21 are rejected under 35 U.S.C. 102(b) as allegedly being anticipated by U.S. Patent No. 5,535,422 (Chiang).

Regarding claim 1, the Office Action alleges that (Page 9. Emphasis added.):

> ... monitoring progress toward the goal determining at least one profile that is true, for the current simulation task from a set of profiles, and providing feedback to a student, based on the at least one profile, that further motivates accomplishment of the goal (Chiang, C3:9-19; 'Monitoring' of applicant is equivalent to 'monitor' of Chiang. 'Providing feedback' of applicant is equivalent to 'provide input assistance' of Chiang.) **the at least one profile conjunctively, using a plurality of characteristics, each characteristic identifying a subset of the simulation domain (Chiang, C9:24 through C10:41; 'Plurality of characteristics' of applicant is equivalent to 'steps' of Chiang. 'Each characteristic identifying a subset' of applicant is equivalent to "steps are like subtasks' of Chiang. Therefore a single characteristic of applicant is equivalent to 'subtask' of Chiang.** ...

However, Chiang fails to even suggest the feature of "monitoring progress toward the goal, determining at least one profile that is true for the current simulation task from a set of profiles, and providing feedback to a student, based on the at least one profile, that further motivates accomplishment of the goal, the at least one profile **conjunctively using a plurality of characteristics**, each characteristic identifying a subset of the simulation domain." (Emphasis added.) The Office Action alleges that a characteristic is equivalent to step (subtask) in Chiang, where each lesson panel 118 includes a numbered list of steps 124 and where each step defines a subtask. (Column 10, lines 50-52.) Chiang further discloses step panel 142 having "Next Step" and "Previous Step" pointers so that the user can sequential navigate through the ordered sequence of steps. (Column 11, lines 15-17.) However, Chiang merely discloses a sequential execution of steps for an associated lesson, where only one step is active at a particular time. In other words, multiple steps cannot be executed at the same time.

Independent claim 10 includes the similar feature of "logic that monitors progress toward the goal, determines at least one profile that is true for the current simulation task from a set of profiles, and provides feedback to a student, based on the at least one profile, that further motivates accomplishment of the goal, the at least one profile conjunctively using a plurality of characteristics, each characteristic identifying a subset of the simulation domain." Also, independent claim includes the feature of "monitoring progress toward the goal, determining at

least one profile from that is true for the current simulation task a set of profiles, and providing feedback to a student, based on the at least one profile, that further motivates accomplishment of the goal, the at least one profile conjunctively using a plurality of characteristics, each characteristic identifying a subset of the simulation domain." Moreover, claims 2-3, 5, 7, 11-12, 14, 16, and 20-21 ultimately depend from claims 1, 10, and 19. Applicant requests reconsideration of claims 1-3, 5, 7, 10-12, 14, 16, and 19-21.

Claim Rejections – 35 U.S.C. §103

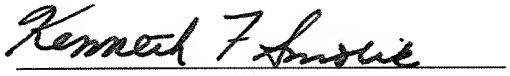
Claims 4, 6, 8, 9, 13, 15, 17, and 18 are rejected under 35 U.S.C. 103(a) as allegedly being unpatentable over Chiang in view of U.S. Patent No. 5,372,507 (Goleh).

Claims 4, 6, 8, 9, 13, 15, 17, and 18 ultimately depend from independent claims 1 and 10. Moreover, the deficiencies of Chiang are not remedied by Goleh, and thus claims 4, 6, 8, 9, 13, 15, 17, and 18 are patentable for at least the above reasons. Applicant requests reconsideration of claims 4, 6, 8, 9, 13, 15, 17, and 18.

All objections and rejections have been addressed. Hence, it is respectfully submitted that the present application is in condition for allowance, and a notice to that effect is earnestly solicited.

Respectfully submitted,

Date: January 30, 2008



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